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ABSTRACT

This manuscript is one of a series of reports on activities supported by the Ford Foundation. Under a recently adopted policy the foundation has expanded its concern for women's rights to include affirmative action considerations in grant-making negotiations. Among the factors now weighed when assessing grant applications are the opportunities that prospective grantee organizations provide to minorities and women, and the scope of their efforts to correct any inequities. After nearly a year of study, discussion, and consultation with experts in various fields, funds were committed for programs directed toward the solution of problems of sex-based inequality. This paper describes the main lines of foundation activity within the following areas of concern: (1) legal rights and equal opportunity; (2) educational needs; (3) women in the work force; (4) women in the professions; (5) research on women in society; and (6) overseas activities related to women. Included in the appendices are grants made by the Ford Foundation over the past few years related to opportunities for women, and faculty fellowships for research on women in society. (Author/PC)

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That 51 Per Cent: Ford Foundation Activities Related to Opportunities for Women

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One of a series of reports on activities supported by the Ford Foundation. The purpose is to present informally some phase of the Foundation's work. A complete list of Foundation publications may be obtained from the Ford Foundation, Office of Reports, 320 East 43 Street, New York, New York 10017.

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The present movement for women's equality in the United States has deep historical roots in the earlier efforts of feminist groups. But the form it has taken during the past ten years arises mainly from contemporary conditions—the economic necessity for women to help or altogether support their families; technological developments that free women from many domestic tasks; new methods of contraception that changed the size of families and the conditions and consequences of sexual relationships, and the great increase in the number of women receiving higher education and becoming qualified for professional work. In addition, women have been influenced by the civil rights movement of the 1950s and the radical student movement of the late 1960s.

Federal and state governments in the 1960s began to recognize the stirring for women's equality. President Kennedy established, and President Nixon has continued support of, the Citizens' Advisory Council on the Status of Women; President Johnson appointed a Commission on the Status of Women, as have several governors, and the Constitution may be amended for the second time on behalf of women (the first being the Nineteenth Amendment) with the ratification of the Equal Rights Amendment.*

The emergence of the women's movement has given birth to an array of action programs, new organizations, scholarly analyses, and political efforts. While this activity does not directly engage vast numbers of women and men, it has in some way touched the lives of millions of Americans. The movement is wide and has developed both a mainstream and extremes. Some women are totally dissatisfied with the roles traditionally assigned to them; others accept the roles of homemaker and mother but are working within the movement to correct economic injustices suffered by women. Some participants advocate sweeping reforms, including basic changes in the traditional family structure. And there are women and men who are opposed to some or all of the directions of the movement.

*At this writing thirty-three states have ratified the amendment—five short of the necessary three-fourths majority.

What is happening in the United States is happening, at least in some measure, worldwide. In Sweden some men and women are exchanging family roles, and in the Netherlands and Israel new ways have been found to care for the children of working mothers. In socialist countries, where work forces have a high percentage of women, there appears to be a decreasing concentration by sex in specific occupations. An international awareness of women's equality was signified in the 1967 United Nations Declaration on the Elimination of Discrimination Against Women, which stated that such discrimination "is fundamentally unjust and constitutes an offense against human dignity." The U.N. has recently designated 1975 as International Women's Year.

The Ford Foundation. Women have always participated in Ford Foundation-supported activities in its several fields of concerns: education, humanities and the arts, international affairs, equal opportunity for minorities, housing and urban development, resources and the environment, government and law, and public broadcasting. Yet their representation has been as proportionately low in these activities as in many other parts of American life.

Only within the last few years has the Foundation undertaken a discrete commitment to support efforts to advance the rights and opportunities of women. To date, approximately $7 million has been granted in this effort.

This new concern for programming in women's rights stemmed from internal as well as external forces and events. In 1970 a staff committee undertook to investigate the opportunities available to women working in the Foundation. Actions growing out of that committee's recommendations include adoption of an affirmative action program to increase the number of minority and women professionals on the Foundation staff, appointment of women to the Board of Trustees, adjustment of salary differentials between male and female professionals, establishment of a child-care compensation program for

lower-salaried employees, and broadening of maternity medical and leave benefits.

Under a recently adopted policy the Foundation has expanded its concern for women's rights to include affirmative action considerations in grant-making negotiations. Among the factors now weighed when assessing grant applications are the opportunities that prospective grantee organizations provide to minorities and women and the scope of their efforts to correct any inequities.*

The main avenue for work on women's rights, however, is grant-making. Although the Foundation had made a few grants to advance the status of women in certain fields (mathematics and engineering, for example), the first step toward a concerted Foundation-wide effort in the women's field was taken in 1972, when an internal task force was created to examine how the Foundation's funds might best be used toward this end. To help give an overview of the status of women in American society, the task force commissioned a report by Janet Giele, senior fellow at the Radcliffe Institute. After nearly a year of study, discussion, and consultation with experts in various fields, the task force reported to the Foundation's Board of Trustees and funds were committed for programs directed toward the solution of problems of sex-based inequality.

Rather than tackle the whole range of problems involved, the Foundation has confined its work to certain crucial areas where it believed that limited resources could have the most impact—legal rights, the educational needs of women, women in the work force and the professions, research on women in society, and women in the developing world. Although most grants are made to charitable or educational institutions, the Foundation also assists individuals in research on subjects related to women's rights and opportunities.**

The following account describes the main lines of Foundation activity within each area of concern.

*A copy of the policy statement on external affirmative action is available on request.

**See Appendix III, page 30 for list of individual grants.

Legal Rights And Equal Opportunity

The unequal treatment of women is sometimes sustained under law as well as by social and cultural tradition. Some examples are difficulties women have in obtaining mortgage financing and other credit, different treatment for men than for women in qualifying for employment benefits, and the tendency to pay men more for the same work.

Within the last few years, however, laws outlawing some types of discrimination have been passed, if not always implemented. Federal regulations and administrative procedures correcting inequalities have been adopted. The Supreme Court has agreed to hear increasing numbers of cases involving women's rights and has made several historic favorable decisions.

Employment. One such case was brought before the United States Supreme Court by the Women's Law Fund of Cleveland, Ohio, which receives about 70 per cent of its support from the Foundation. The fund's client, Jo Carol La Fleur, had been required by the Cleveland Board of Education to take an unpaid leave of absence beginning five months before the expected birth of her child. The fund filed suit challenging the constitutionality of the maternity leave rule under the Fourteenth Amendment, and in January, 1974, the U.S. Supreme Court ruled in favor of the fund's client.

Another barrier to equal opportunity in employment was broken when the Women's Law Fund persuaded the Cleveland City Council to repeal an ordinance restricting the number of women police officers to fifty out of a total force of 2,500. The fund opened the way to employment of more women on the force, and won for them equal rights to promotion and pension benefits. In addition to its work in employment, the fund has litigated and conducted public in-

formation programs in the areas of housing, education, and government benefits.

Legal rights related to the employment of black women are a particular concern of the NAACP Legal Defense and Educational Fund, the foremost civil rights litigation organization. The fund has received Foundation support for seven years. Its efforts against sex and race discrimination include research, community organization, and litigation. A recent case against the Georgia Power Company, which employs few black women except in the lowest clerical positions, will serve as a model for suits against other industries where black women are underrepresented.

Government benefits. On behalf of a woman in New Haven, Connecticut, the Women's Law Fund successfully challenged the constitutionality of a state statute that denied pregnant women out of work the right to collect certain unemployment compensation benefits though they fulfilled the necessary requirements.

The Foundation recently allocated $20,000 to Columbia University Law School for legal work growing out of the landmark Supreme Court *Frontiero* decision. The decision struck down a discriminatory provision that permitted a woman in the armed services to claim a spouse as a dependent only if he relied upon her for over half his support. The action opened the path for vast changes in federal regulations. Fifteen law students, working under the direction of Ruth Bader Ginsburg, are identifying government regulations and practices affecting benefits, negotiating with administrative officials, drafting model statutes, and, in cases where negotiations fail, going to court. In one case, *Wisenfeld v. the Secretary of Health, Education and Welfare,* the student team represented the husband of a deceased school teacher claiming child support benefits under the Social Security law. Applying the principle that men and women should receive equal government benefits, the court ruled in favor of the husband.

Also concerned with the discriminatory effects of Social Security benefits is the Women's Rights Project at the Center for Law and Social Policy, a public interest law firm. Its other interests include health problems (including birth control drugs), education (including vocational and higher education), and insurance benefits. The project, begun in late 1972 under the direction of Marcia D. Greenberger, was recently expanded with the assistance of a Foundation grant so that it might serve as an administrative law resource for the feminist movement. Two attorneys and other staff members will monitor federal administrative agencies, contribute to their policy development and decision-making processes, and litigate to ensure enforcement of existing programs intended to protect women's interests.

The center participated in the case of *Gilbert v. General Electric,* which raises the question of whether it is lawful under the Civil Rights Act for employers to exclude pregnancy-related disabilities from their accident and insurance plans. Another suit addresses the issue of whether the Department of Health, Education and Welfare and the Department of Labor have failed to carry out their responsibilities under an executive order to eliminate sex discrimination in universities.

Credit. Many credit and financial institutions discriminate against women who try to establish credit commensurate with their assets and earning power. The Center for Women Policy Studies in Washington, D.C., which receives part of its support from the Foundation, has conducted research in this field and worked closely with organizations such as the Federal Home Loan Bank Board, which regulates savings and loan institutions. The board has found, for example, that 25 per cent of the institutions it polled would not recognize a wife's income when considering a mortgage-loan application. And at hearings before the House Banking and Finance Committee in 1972, women documented a wide range of discrimination in applying for credit cards, charge accounts, bank loans, mortgages, and student loans.

These studies and hearings, along with pressures from women's organizations, are beginning

In a recent case involving discrimination against women by the Cleveland Police Department, the Women's Law Fund successfully blocked a large-scale lay-off of policewomen. The court granted a temporary restraining order, whereby the department could lay-off no more than 8 per cent of its female employees. Attorney Rita Page Reuss and legal intern Connie Perry (above, left to right) prepare the case in the fund's library. Opposite page top, Ms. Reuss confers with attorneys Barbara Kaye Besser and Charles Guerrier. Later in the day, the fund's director, Jane M. Picker (center), and Ms. Reuss file the case in the federal district courthouse.

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to have effect. In December 1973 the Federal Home Loan Bank Board issued a policy statement to the effect that savings and loan institutions in their mortgage lending may no longer discriminate against women or families dependent on a working wife's income. Though the policy statement did not have the force of law, it is accepted as binding by all savings and loan institutions. The board had in hand studies by such organizations as the Center for Women Policy Studies. In addition, the center has persuaded several large commercial banks in New York and Washington to open their books to investigation, something rarely done in the financial community. It is also helping banks to review their lending policies and draw up nondiscriminatory policies.

The results of the center's work in this field will be published in mid-1974 in three segments: an article in the *Vanderbilt Law Review*, examining the legal aspects of credit discrimination; an article in an economic journal, and a report on discrimination and its remedies, which will be distributed to the credit community through the Prentice-Hall Commercial Loose-Leaf Service.

Legal education. Although the proportion of women law students has increased over the past few years (from 6 per cent in 1969 to 16 per cent in 1973), American law schools have paid scant attention to women's rights. Until recently most law students had little or no exposure to the subject of the legal status of women. During 1971 a student committee at New York University Law School examined the curricula of law schools around the country, and found the status of women ignored in almost all basic courses. The Association of American Law Schools (AALS) came to a similar conclusion, and with grants from the Ford Foundation and the Rockefeller Brothers Fund, AALS and NYU sponsored a two-day workshop symposium in October 1972 to help law school faculty members expand their basic courses to include material on the law as it relates to women.

It is not easy to assess the direct results of such a symposium, but there are clear signs in the law-school community of a new focus on women's rights since the NYU/AALS conference. The number of law school courses related to women and the law doubled in the next year, according to the AALS *Directory of Law Teachers*, and the National Conference on Women and the Law, a five-year-old association of women law students, has taken on new momentum and now convenes regional meetings as well as an annual national conference.

Abortion. The historic 1973 Supreme Court decision overruling state laws that prohibit abortion during the first three months of pregnancy has obvious implications for the legal rights of women.

But the decision gives rise to serious practical problems about the effective delivery of abortion services. For example, abortions are now being done by physicians with limited understanding of the medical procedures and the sensitive treatment many abortion patients require. Physicians and nurses who would like further training must rely on textbooks or journals, which have not sufficiently covered the subject, or return to a training hospital, an unrealistic option for most.

With assistance from the Ford and Rockefeller Foundations, the Preterm Institute, a three-year-old outpatient abortion facility in Washington, D.C., is preparing nine manuals describing the delivery of abortion services in a medically sound and sensitive manner. The manuals will be distributed to physicians, nurses, counselors, and other abortion-services personnel through Planned Parenthood affiliates, pregnancy consultation services, medical schools, and public health and social welfare agencies.

Educational Needs

Because the educational system plays such an important part in shaping aspirations and values, it is an important area for concentration of efforts to end discrimination against women, and the Foundation has been assisting several such efforts at all levels.

Eliminating sex role stereotyping. There is a growing awareness that elementary and secondary schools, childrens' toys, and the attitudes and actions of many parents and teachers assign a certain role to boys and another role—in many ways inferior—to girls. Such sex role stereotyping not only limits the horizons of girls, but also inhibits boys from developing in any direction that their instincts, likes, and ambitions lead them. Discussion of sex role stereotyping is no longer confined to journals of education or psychology; popular women's magazines have explored the subject, young girls are beginning to protest and volunteer when their teachers ask for "two strong-armed boys to carry books," and citizens' groups have recently been successful in persuading school boards to change texts that do not display the achievements of girls and the wide range of options open to them as adults.

In a Foundation-supported survey of four widely used elementary school readers, two Stanford University psychologists, Harriet Mischel and Carol Jacklin, found that girls and women appear less frequently than boys and men, are seldom the main characters in the stories, pursue different and less interesting activities than males, and seldom solve problems. Boys and men, on the other hand, are depicted constructing and producing objects, making decisions, and being involved in work and play. The researchers concluded that as elementary school readers progress in difficulty, they become more limiting in their view of what women can and should do.

Their findings were reported in an article in the *Harvard Educational Review* (August 1973), which has been widely distributed to textbook publishers and school boards and officials. At least one publishing house has conducted a "consciousness-raising" session on the subject of sex role stereotyping in part as a result of the study.

A survey on another aspect of sex role stereotyping was conducted in 1972 by Carol Kehr Tittle, a member of the graduate faculty of the City University of New York. She was concerned with stereotyping in aptitude and interest tests that are used by high schools for counseling purposes. For example, some tests have different forms for male and female students, offering males more choices for careers in the sciences and mathematics and limiting females to such "premarital occupations" as elementary school teacher, office worker, or stenographer. Recommendations in Ms. Tittle's report* have already caused one national testing service to reexamine its tests for sex bias, and both the U.S. Office of Education and the National Institute of Education have used the report in their work on counseling and testing.

Through a grant to Harvard University, Marcia Guttentag, a social and developmental psychologist, is examining parent and teacher attitudes and other variables that affect the development of sex role behavior in the classroom. Working in Massachusetts public schools, Professor Guttentag is conducting pilot studies that will establish guidelines for the design and development of nonsexist curricular and testing materials.

There is new pressure to enforce federal guidelines prohibiting sex bias in educational materials, but little to offer as an alternative to the printed and visual materials in use, especially in the nation's high schools. Because publishers of high school texts have been slow in responding to the need for new materials, much of what is being used is five to ten years old and reflects the values of a male-dominated world. To help answer the immediate need for quality nonsexist curricular

*Women and Educational Testing: A Selective Review of the Research Literature and Testing Practices. Educational Testing Service, Princeton, New Jersey 08540, $4. (Published under the auspices of the Association for Measurement and Evaluation in Guidance.)

materials, the Foundation granted funds to the Education Development Center (Newton, Massachusetts) to develop teacher and student classroom guides to accompany a film sponsored by the National Institute of Education on the role of the American woman in society. The film, planned for release in the fall of 1974, will be the first unit of a complete one-semester course on the topic.

The New School for Social Research was granted funds to design, in cooperation with the Women's Action Alliance, a nonsexist curriculum for preschool children in child-care centers. By the time a child attends first grade he or she has well-formulated ideas about the appropriate roles for males and females. Part of this conditioning is a result of the way their parents and preschool teachers have treated them—girls water plants, boys carry trash. Toys and educational materials reinforce the stereotype—puzzles and picture books never show men bathing children, women are seldom wage earners, and one puppet company produces only two female characters, a witch and a princess! The project staff will work in four day-care centers, using teaching materials and classroom toys that do not prescribe limiting roles, working with parents interested in providing a nonsexist environment at home, and disseminating the curriculum to early childhood educators and child-care centers.

Other efforts to increase general awareness of sex role stereotyping in schools include two projects at the National Foundation for the Improvement of Education, a nonprofit organization established by the National Education Association in 1969. One project is the publication and distribution of a brochure that illustrates instances of sex role stereotyping in school settings.* The publication is aimed at lay educational groups—school board members, citizen groups in education, and concerned parents. The other is a Resource Center on Sex Roles in Education, established in 1972. The center offers students, teachers, and other interested groups advice and materials on recent federal legislation prohibiting sex discrimination in education; and trains them to evaluate sex bias in curricular materials. It also serves as a clearinghouse for information and works with state departments of education, school boards, and local educational agencies in designing in-service training programs for school staffs. In addition the center assists teachers in developing their own bias-free course materials.

Research on sex role stereotyping. Recent biochemical research suggests that, in addition to schooling and parental influence, sex-hormone levels may also affect the development of sex roles. This possibility needs further analysis and verification, and under grants to Stanford University from the Ford and Spencer Foundations, Eleanor Maccoby is examining the interrelations of prenatal hormones, adult pressures, and sex-typical behavior. She will study about 120 children from the time they are born until their first birthday, and later during their first year of school. Professor Maccoby, a psychologist, is an authority on sex-role development and editor of the classic text on the subject, *The Development of Sex Differences* (Stanford University Press, 1966).

Professor Maccoby's study is complemented by research being done by June Reinisch at the University of California (Los Angeles) Center for Health Sciences. Partially supported by the Foundation, Ms. Reinisch is studying the effects that prenatal treatment of mothers with progestins has on children's IQ, school achievement, and personality development.

Sex education. The inadequacy of sex education in high schools is reflected in the fact that only about two-fifths of teenagers in this country have any clear idea how to determine the period of greatest risk of pregnancy, and even fewer have correct information about the symptoms and treatment of venereal disease. Sex education is especially important to young women, who bear the risks of unwanted pregnancy.

Groups of students, parents, teachers, and other concerned individuals have pressed for improved

*Available mid-1974 from the National Foundation for the Improvement of Education, 1507 M St., N.W., Washington, D.C. 20005.

sex education—a recent YWCA survey of 1,100 young women found that nearly all wanted their schools to offer or improve sex education courses. The National Congress of Parents and Teachers and the Interfaith Commission on Marriage and Family Life also support the idea that schools should play a more active role in sex education.

To help answer this need, a group of students representing many New York City high schools established a Student Coalition for Relevant Sex Education. During the academic year 1972-73 the coalition ran a Peer Group Information Service at several schools. A few student volunteers, trained by experienced population education personnel from agencies such as Planned Parenthood, ran small discussions with interested students and wrote pamphlets and other materials for distribution.

A Foundation grant to the New York City Board of Education enabled the program to expand to fifteen schools in 1973. Each school has a "rap room," staffed by trained students and faculty advisors, where students may go for authoritative consultation and advice about human sexuality, venereal disease, and birth control methods. Students may also be referred by professional staff members to outside agencies for service and counseling.

Women's studies. During the past four years, colleges, universities, and some high schools have established more than 2,000 courses related to the roles, contributions, and treatment of women. Collectively called "women's studies," many are interdisciplinary in approach, and some include field work aimed at setting up counseling centers, clinics, and other forms of social services for women. Four colleges now offer a master's degree in women's studies, and at many schools it is possible to major or minor in the subject.

In spite of the widespread popularity of women's studies, however, no one knows exactly what impact they are having on students or how effective they are in incorporating new perspectives on women into the regular college or high school curriculum. Wesleyan University (Connecticut) is exploring methods of systematically evaluating what these courses accomplish. Under the direction of Sheila Tobias, associate provost and an authority in the field, the project was developed at a 1973 Foundation-supported conference for administrators and educators concerned with women's studies.

One of the primary sources for information on the subject is the Clearinghouse on Women's Studies, operated by the Feminist Press. It keeps track of courses offered by graduate and undergraduate institutions, professional and adult education schools, community organizations, and high schools, and publishes a monthly *Women's Studies Newsletter*. Under a recent grant the clearinghouse is preparing a directory of "Who's Who and Where in Women's Studies,"* which will be distributed to university deans, educators, and interested organizations.

The feminist movement has prompted doctoral students in nearly all disciplines to write or plan dissertations related to women. Faculty, too, are interested in doing advanced research on the subject. To give salience to high quality research on women the Foundation began two fellowship programs in 1972—Faculty Fellowships for Research on the Role of Women in Society and Doctoral Dissertation Fellowships in Women's Studies (now administered by the Woodrow Wilson Fellowship Foundation). Open to both women and men in the humanities, social sciences, and related professional fields, the programs cover research and stipends for one academic year. Thirty-six fellowships were awarded for the 1973-74 academic year on topics ranging from "Domesticity and Democracy" to "Effects of the Mass Media on Children's Sex-role Behaviors."** The programs will continue in 1974-75.

Advanced research and learning centers. Long before the movement for women's liberation began, the Radcliffe Institute was founded as a community of scholars, artists, and other professional

*Available late spring 1974 from the Feminist Press, Box 334, Old Westbury, New York 11568.

**See Appendix II, page 29 for list of fellows and research topics.

Selected children in the Boston public school system are being tested on their attitudes and feelings toward men and women in work and family roles. One technique used by the research team is to ask a child to respond to photographs of men and women in non-stereotyped occupations. The study, which is directed by Marcia Guttentag (above), a social and developmental psychologist at Harvard University, will lay the groundwork for development of a nonsexist curriculum.

The Feminist Press in Old Westbury, New York (opposite) publishes children's books that are free of sex stereotyping, biographies of women, and reprints of notable, but neglected work by women writers. Founded in 1971 and directed by Florence Howe (opposite top left), the Press also operates the Clearinghouse on Women's Studies, which keeps track of the many women's studies courses offered by schools and communities. A forthcoming directory of "Who's Who and Where in Women's Studies" will index existing courses according to institution, field of specialization, and name of instructor, to serve as a data bank for those who may want to review the development of the field or begin their own program.

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women. It is financed through foundation, individual, and government grants. Each year since 1960 the institute, under the direction of Radcliffe College, has awarded fellowships to women for independent study and conducted its own research and continuing education programs. No formal classes are held, no grades given, and no degrees awarded, but the institute conducts seminars and offers women the resources of the Radcliffe-Harvard University complex, including faculty guidance, laboratories, computers, general libraries, and the Schlesinger Library, a major source of information on the history of women in America. Education centers with some of the features of the Radcliffe Institute have been established at about ninety colleges and universities throughout the country.

Foundation support of the Radcliffe Institute began in 1964 with a $250,000, five-year grant for scholarships and career guidance.* In 1973 Radcliffe College received additional funds to help plan the future course of the institute in conjunction with a broader study of its changing relationship to Harvard.

To help Mills College (Oakland, California) lay the groundwork for establishing a comparable center to serve women in the western states, the Foundation granted funds for two projects. The first was a comprehensive study of women's centers—their rationale, programs, financing, and relation to the parent institution.**

The second Mills project was a national conference in November 1973. The conference—"Beyond Sexism: Educating Women for the Future"—received widespread press comment.*** More than 600 women educators participated in discussions of subjects ranging from preschool to post-retirement education. Workshops dealing with feminist strategies at all levels of education were headed by leaders in science, business, and the arts. The conference recommendations included making educational institutions more flexible for women of all ages and acquainting women with federal regulations that may affect their employment and advancement.

At Wayne State University (Detroit), a Family Research Center was established with Foundation assistance in 1973 to provide graduate students (primarily women) with advanced training on how to apply data on sex roles to sociological studies of the family. Supported by stipends from the grant, the students are collaborating with the University of Munich on a cross-national study of sex roles and early socialization.

*See Appendix IV, page 31 for list of fellows.

**A national survey of women's centers on college and university campuses available April 1974 from Mills College, Oakland, California 94613.

***A report of the conference is available by writing: Editor, Bulletin of Mills College, Oakland, California 94613.

Women In the Work Force

Women in the American work force have increased from about 18 per cent of all workers in 1900 to over 38 per cent in 1972. With this growth and with the recent attention to women's equality has come a measure of improvement in working conditions, fringe benefits, and the variety of jobs available to women. For example, more women have begun to enter, though not in droves, the skilled and professional occupations traditionally held mostly by men. And many employers have adopted "affirmative action" programs—specific schedules calling for the hiring of a certain number of women at all levels by a specified date. Affirmative action is now in effect in all federal bureaus and agencies, in any company or organization that receives government grants or contracts, and in countless other corporate and nonprofit institutions. In addition, some employers have adopted such benefits as child-care allowances and more complete medical coverage for pregnancy and childbirth.

Despite such advances, there still exist for all women, and minority women in particular, serious barriers to equal opportunity in the working world. The Foundation has made several grants aimed at breaking down such barriers and increasing opportunities for women who want to work.

Building leadership. Even in fields where they are growing in numbers, women seldom occupy positions of leadership. In organized labor unions, for example, women comprise more than 20 per cent of the membership but less than 4.7 per cent of the leadership. A recent Foundation-supported study by the Cornell University New York State School of Industrial and Labor Relations found that family and household responsibilities, lack of education, and sometimes subtle forms of discrimination hold most women back from becoming union leaders.*

As a result of the study, Cornell undertook a program with Empire State College of the State University of New York** that offers thirty union women seminars and workshops on such subjects as grievance handling and union contracts. Women wishing to continue may enroll in a two-year, degree-granting Labor Liberal Arts Program that meets during convenient evening hours. Male union officials have also been enlisted in the effort to increase the ranks of women leaders by participating in seminars and conferences to review the Cornell/Empire State programs and discuss goals and timetables for women's participation.

Minority working women. Recent studies by the Equal Employment Opportunity Commission, the Urban Institute, and individual scholars have found that minority women confront special problems in the work force—a combination of sex and racial discrimination. Black and other minority working women are found mostly in low-paying, low-status jobs, are completely excluded from some job catagories, have longer periods of unemployment than other women, and face discrimination in advancement.

The NAACP Legal Defense and Educational Fund began a two-pronged attack in 1973 to help provide equal access to jobs for minority women. Part of the work is devoted to research on changes in minority women's occupations. The rest consists of fighting discrimination on the part of both public and private employers by gathering information on discriminatory practices, making it available to employees and minority women's organizations, and assisting them in working toward affirmative action.

Helping minority women find decent employment and solve related problems is one of the aims of the National Council of Negro Women (NCNW), an organization representing over four million black women. The council's other interests include housing, child development through day-care centers, career guidance for teenagers, and assistance with family problems and civil rights. In some communities NCNW has established services and new jobs—for example, comprehensive health centers in Leflore and Sunflower Counties in Mississippi and Macon County, Alabama, and child-care facilities in southern rural towns.

With grants from the Rockefeller Brothers Fund and the Ford Foundation, NCNW since 1972 has conducted a training program to equip its leaders better to carry out the council's programs and to recruit new members.

Many minority women find in household work their only opportunity for gainful employment. The declining number of women in domestic service and the increasing demand for these services should improve their bargaining power and create a climate for improved working conditions and salaries. Yet the conditions remain grim and the wages abysmally low.

The National Committee on Household Employment (NCHE) was founded in 1965 to help upgrade the status of household workers and draw attention to their exploitation. Since 1969 the Ford Foundation has supported NCHE's three principal activities—helping to form local associations of workers; developing training programs for specialized household work, such as care for the elderly and ill, and drawing national attention through conferences and the media to issues such as working conditions and standards for house-

*"Trade-Union Women's Studies" (summary of findings) available from Cornell University New York State School of Industrial and Labor Relations, 7 East 43 St., New York, N.Y. 10017.

**A nonresidential undergraduate college that offers students individual programs of study through correspondence work, television, counseling, or occasional seminars at one of the university's seventy campuses.

hold workers. NCHE has become the authoritative source of information on the field; its representatives recently provided data at House and Senate committee hearings on a federal minimum wage bill. Under a new grant, NCHE will open a field office in the South, where most household workers live and work, and continue its efforts to make household employment a respected occupation.

Studies of working women. The Bureau of the Census lists 250 different occupations, but half of all working women are employed in only twenty-one of them, usually the low-pay, low-responsibility jobs. Many men and women doing the same work have different pay, benefits, and titles. In an attempt to illuminate such problems, the Foundation has funded several research studies.

Louise Kapp Howe, former editor of *New Generation* magazine, is investigating occupations that have received little attention from the women's movement but that typically attract large numbers of women—clerical workers, waitresses, hairdressers, and saleswomen, for example. She is spending one year talking to women in these fields, frequenting their work places, learning why they chose such jobs, and what their difficulties are. Her findings are expected to be published as a book in early 1975.

Patricia Cayo Sexton, professor of sociology at New York University, received a grant in 1974 to investigate the present status and future prospects of working-class women, not only women who work in unskilled or semi-skilled jobs, but also those whose husbands or fathers hold such jobs. Professor Sexton is interviewing women in all parts of the country to learn what their aspirations are, what their formal and informal education has been, and what kind of education and services would be most effective in helping them satisfy their interests and needs. Her study seeks to elucidate the sources of frustration and disaffection among these women and ways in which they might lead more fulfilling lives. The study is expected to result in a book and several articles.

Little has been done in municipal and city government to provide equal opportunity for women. This inaction is partially due to lack of data on hiring, promotion, and salary practices and to a complex set of customs in local government that reinforce discrimination against women. Patricia A. Huckle of the University of Southern California has undertaken a study of the sex-based differences in employment opportunity and treatment in the Los Angeles city government. Her study will offer recommendations for affirmative action programs in local government.

Child-care services. Besides encountering discrimination in many aspects of employment, the woman with young children who wants to work has the added difficulty of finding someone to care for her children, either in her home, in someone else's, or at one of many different types of child-care centers. Because of its importance to the working woman, day care has been an interest of the Foundation since 1969.

At that time funds were granted to three technical assistance organizations—the Black Child Development Institute (BCDI), the Bank Street Day Care Consultation Service (New York City), and the Day Care and Child Development Council of America. These groups have helped minority and low-income communities obtain federal funds to set up centers, a frustrating process for anyone not familiar with the complex federal regulations. The amount of federal funds ("Title IV A") released for child care grew from $96 million in 1969 to an estimated $500 million for 1973, but the period of federal expansion is over. Last year Congress put a new ceiling on federal day-care funds, and programs in many states were forced to cut back their services or limit their growth. The states are now assuming a more active role in development of local child-care programs and policy.

The approach to child care is also changing as more people realize that only about 10 per cent of the six million pre-school children of working mothers are enrolled in traditional licensed programs, around which all national day-care policy has centered. The remaining 5.4 million children are cared for under a variety of arrangements—

spending the day with a neighbor, staying with an older brother or sister, or being cared for by a rotating group of adults in a parent cooperative.

Because of these changes in the day-care field, BDCI, the Bank Street service, and the Day Care and Child Development Council have shifted their focus somewhat to help communities set up child-care programs different from the traditional models. Continued Foundation support will enable these organizations to identify and familiarize federal officials with informal and expanded child-care systems and model programs for minority children, and to strengthen public understanding of child-care issues.

Career guidance for young women. The women's movement, focused mainly on college-age or adult women, has paid little attention to teenagers, who must often try to settle for themselves the confusion about the conflicting roles of mother, family, and career. The YWCA helps young women plan schooling and careers, taking into consideration issues raised by the movement for women's equality. For example, why should a young woman not enter a traditionally male occupation if that is where her interest lies? And why should she not be able to combine family life and a career?

In 1970 the YWCA's National Teen Organization, which represents 450,000 young women in forty-nine states, questioned participants in its summer conferences and found that 60 per cent were having trouble choosing their careers. The Y then held, with support from the Foundation, a series of four regional workshops to learn the needs of young women, how these needs were being met, and what services were desired. More than 1,100 teens answered lengthy questionnaires, and the results showed that job training was the most important need of all racial and ethnic groups. Cited next in importance were help in finding jobs and career guidance. The report of the project gives overwhelming evidence that young women desire but are not receiving the counseling and job training necessary to help them get the kinds of jobs they would like. The report has been widely circulated to groups that could change their services in response to these needs—local YWCAs; church, social, and youth agencies; the Departments of Labor and Health, Education and Welfare, and school boards and libraries.*

As a result of the project, the YWCA also is working with Bank Street College of Education in New York City to develop training materials for guidance counselors suggesting new ways to deal with teenage girls. It also is planning a peer group counseling program within the YWCA structure.

Women In the Professions

The increasing representation of women in the work force has not brought with it a proportionate growth of women in professional fields. In fact, women have lost ground—they represented 45 per cent of professional and technical workers in 1940 and 41 per cent in 1973. Today fewer than 12 per cent of all scientists, 9 per cent of physicians, and 3 per cent of lawyers are women. One objective of the Foundation's support of efforts toward women's equality is an increase in the ranks of professional workers.

Working toward this goal in all professional fields is Catalyst, an organization founded in 1962. Through its extensive guidance services and publications, Catalyst has helped college-educated women in the New York area to choose careers and find jobs, often after they have raised families.** The organization also has encouraged employers to hire women, on either a full- or part-time basis. It offers employers such services as workshops for management personnel to study the utilization of women, assistance in recruitment, and evaluation of part-time workers' effectiveness.

*"Attention is Needed, Action is Called For," available from the National YWCA Resource Center on Women, YWCA, 600 Lexington Avenue, New York, N.Y. 10022.

**A list of publications is available from Catalyst, 6 East 82nd St., New York, N.Y. 10028.

The interests and needs of women workers are becoming better represented, as women take a more active role in union management. Through programs sponsored by the Cornell University New York State School of Industrial and Labor Relations women unionists from New York are being offered training programs to help them move into leadership positions. At the First New York Trade Union Women's Conference, sponsored by the Cornell school in January 1974, women wait for a chance to voice their opinions (above right). A seminar for members of the storeworkers union (above left) offers women advice on how to negotiate contracts and handle grievances.

Day-care centers often provide an essential ingredient to a working mother's career. Besides the traditional licensed centers (opposite), growing numbers of informal arrangements are being made for the care of children of parents who need or want to work. Such informal centers often combine day care with other services such as food buying and evening babysitting.

Through grants from the Ford and Kellogg Foundations and from the Rockefeller Family Fund, Catalyst has expanded its services to women from all parts of the country. There are now more than forty Catalyst publications on various professions and a list of 100 cooperating women's centers around the country that offer employment counseling. Catalyst also maintains a monthly computerized roster of professional and managerial women looking for full- and part-time work. After only three issues, the roster has sixty-three large corporations as subscribers and contains detailed information about some 2,500 women.

Natural and social sciences. In the late 1950s, a shortage of professional mathematicians and the low percentage of women in the field prompted Rutgers University to conduct a feasibility study for training women as mathematicians. The study, supported by the Foundation, consisted of a series of mailings to New Jersey women college graduates with backgrounds in mathematics who had stopped working to raise families. It uncovered the fact that many of these women were free from family responsibilities and would welcome the chance to be retrained and placed in jobs.

As a result of these findings, Rutgers began a program to retrain women in such subjects as chemistry, physics, statistics, computer programming and numerical analysis, and teaching of elementary and secondary school mathematics, and then place them in jobs as teachers, researchers, or mathematicians in industry.

The Foundation supported the Rutgers program for four-and-one-half years, and it continued for four more years under grants from the National Science Foundation. During that time more than 560 women participated, most of whom either entered graduate school or began full- or part-time work.

Another approach to improving the status of professional women has been taken by the American Association for the Advancement of Science (AAAS). For the last several years various professional organizations have compiled rosters of minorities and women in the natural and social sciences, through which universities, government agencies, research organizations, and other employers can locate prospective women employees. The rosters vary widely in comprehensiveness and utility; some list only people of very high caliber and experience, and others list all those with education or practical experience in a certain field. Though all are useful tools in the advancement of professional women, the rosters are largely uncoordinated and often duplicate work done by other groups. To help organize these efforts, the AAAS, with a grant from the Foundation, held a two-day conference in February 1974 for individuals who are actively engaged in preparing rosters. Participants from more than thirty professional organizations discussed the need for rosters, policy guidelines for their use, methods of financing, and coordination of activity.

Economics is another field that has never attracted large numbers of women. In 1970, for example, women received fewer than 6 per cent of the doctoral degrees awarded in economics. To help increase this ratio and to promote equality of opportunity in the profession, the American Economic Association in 1971 adopted a resolution that called upon its members 1) to encourage women to study the subject and to enter the profession, and 2) to equalize salaries, fringe benefits, promotion opportunities, and work responsibilities of women economists. The association also established, with Foundation support, a Committee on the Status of Women to carry out the resolution.

As part of its efforts to increase the supply of female economists, the committee, through its regular newsletter and local meetings, has located and registered over 1,300 of them. It has computerized information about their age, field of specialization, location, employment preferences, and publications. The committee's questionnaires, mailed to employers of economists, have also provided information on female economists' work responsibilities and chances for promotion, and more than 100 organizations have requested the data to draw up affirmative action programs.

Politics. Until a few years ago there was a dearth of information on women in politics. A woman considering political office had no source of information on what problems she might encounter in her campaign and elected position. Textbooks rarely considered the contributions of women politicians, and college political science courses contained no element of "practical politics" for women.

The situation has improved somewhat since the establishment in 1971 of the Center for the American Woman and Politics. Located at the Eagleton Institute of Politics at Rutgers University, the center works to fill the information gap in the field and to provide at all educational levels a better understanding of the role and potential of women in the political system. The Ford Foundation has granted $214,000 for the center's programs over the past three years.

One of the center's major goals has been to bring together women who have held or now hold political office with individuals and organizations interested in political and governmental affairs. The center has organized regional conferences and informal meetings for women politicians, lawyers, and educators. In May 1972, for example, fifty female state legislators from twenty-seven states attended the first nationwide conference for elected women, sponsored by the center with the aid of a grant from Carnegie Corporation. The center has also undertaken a survey of high school civics textbooks to analyze their depiction of women in public life and to suggest guidelines to publishers for improvement.

As a result of the center's efforts, colleges now offer courses, lecture programs, panel discussions, and workshops on women in public office, and female politicians have been brought to several campuses as visiting professors.

Medicine. The relatively low percentage of women physicians in the United States, as contrasted with other countries, indicates that many obstacles remain in the path of women who might wish to enter the medical field. The Medical College of Pennsylvania in 1973 established a national Center for Women in Medicine, which plans to collect and publish information about women physicians, identify problems that deter women from entering the field, develop model recruitment programs that make the profession attractive and more accessible to women, set up programs that provide for the special needs of women during and after their medical training, and identify and work to eliminate discrimination against female medical students and physicians.

With Foundation assistance, the center sponsored a two-day workshop in March 1974 on issues related to women in medicine. More than seventy-five individuals and representatives of organizations attended the workshop, which will be followed by periodic conferences.

Higher Education. In the nation's colleges and universities, women represent less than 18 per cent of all faculty members and administrators, principally at small colleges and universities. Women administrators occupy the lowest rungs of the academic ladder, and female faculty are usually concentrated in less influential departments such as education, social services, home economics, and nursing. The Foundation's own experience with its faculty research fellowships on the role of women in society (see page 11) also sheds light on the status of women in higher education. Many of the applicants who were most qualified and who had well-designed scholarly projects held positions such as "lecturer" or "acting instructor" and in general were not located at the most prestigious institutions.

In response to federal, state, and local anti-discrimination laws, and pressures from women's groups, college and university officials have begun to examine their employment and recruitment policies and to develop and enforce affirmative action. The Association of American Colleges is planning for 1974 a series of six, four-day training conferences for academic administrators. The course materials for the series, developed under a Foundation grant, include analyses of court decisions on discrimination in higher education, model affirmative action programs, and case

studies of how colleges have dealt with the problem of underrepresentation of women.

University affirmative action will be viewed from a male perspective under a grant to Peter List, assistant professor of philosophy at the University of Oregon. Professor List is applying John Rawls' theory of justice (an important variation and defense of the social contract theory of justice)* to the hiring practices of universities and colleges in the United States.

In order to backstop university affirmative action efforts, the Institute for Administrative Advancement of Academic Women (University of Michigan) was established in 1973 with grants from the Ford Foundation and Carnegie Corporation. The institute offers a six-week summer program to train women in low- and middle-level faculty and administrative posts for more responsibility. About thirty women participate each year. The teaching staff covers topics ranging from computer simulation in academic decision-making to collective bargaining, legal problems of universities, and personnel management. Several of the institute's graduates have already received appointments to positions of higher rank and more responsibility. Dorothy Nevill, for example, was assistant professor of psychology at the University of Florida, Gainesville, before her summer training; she now is assistant dean of academic affairs. Emogene Nelson and Elaine Hess had similar promotions at their universities. Ms. Nelson changed from chairman of the health and physical education departments to assistant to the vice chancellor for academic affairs at the University of Wisconsin, River Falls; Ms. Hess was promoted from assistant professor of sociology to assistant vice chancellor for academic affairs at the University of Nebraska at Omaha.

Since 1970 a summer training program for senior administrators has been conducted at the Harvard Business School by the Institute for Educational Management with the help of grants from the Sloan, Ford, and U.S. Steel Foundations. Although not designed specifically for women, the institute has used part of its Ford Foundation funds to recruit more women. To date it has provided training for sixty-two women administrators in subjects such as program budgeting, information systems, fund raising, endowment management, and government relations.

The Institute for Educational Leadership (IEL) at George Washington University and the Consortium for Educational Leadership, a cooperative of seven university graduate programs, also engage women in their training programs for educational administrators and policy makers. Both organizations are supported by Foundation funds. IEL's Washington Internships in Education program, which annually attracts a substantial percentage of women interns, is one facet of an overall program to improve the knowledge and skills of persons involved in educational policy making. The consortium's aim is to foster creative leadership among the nation's school administrators. It sponsors collaborative activities among the graduate programs in educational administration at the Universities of Chicago, Massachusetts, and Pennsylvania, Ohio State and Atlanta Universities, Claremont University Center, and Teachers College (Columbia University).

Groups of university women have begun to pool their talent and experience in coordinated efforts to improve opportunities in higher education. In 1972 women administrators from several colleges and universities formed the New England Resource Center for Women in Higher Education. Supported by a grant to Brown University, its headquarters, the center runs a placement and referral service, conducts research on personnel policies, holds conferences, and meets with college presidents, faculty, and administrators on the status of women on their campuses.

Theory of Justice, John Rawls. Cambridge, Massachusetts: Harvard University Press, 1971.

Research on Women In Society

The changing place of women in society has sparked new research interests, especially on women as part of the family unit. An increasing number of doctoral and postdoctoral studies deal with subjects related to women's roles and rights (see women's studies, page 11), many high schools offer courses in family life education, and several television documentaries in the past few years have dealt with the family.

The Foundation has funded several studies intended to produce information on changing family patterns and stimulate public interest and dialogue on the subject.

One apparent social change is reflected in the growing number of households headed by women. From 1959 to 1970 they increased 32 per cent, more than twice the rate of increase of all households. The Urban Institute received support for a demographic study of the factors behind this increase—race, urbanization, and income, for example—and the implications for society as a whole. A final report will be published in 1974.*

V. Signe Lundberg, author and sociologist with the Community Services Society in New York City, is studying single-parent urban families headed by either men or women. Ms. Lundberg is using a case-study approach rather than the Urban Institute's statistical analysis to investigate the problems of such households and the type of services that would answer their needs. The study will attempt to present an altered view of these families—often thought of as deviant or unstable—so that their needs can be served more sympathetically by both public and private agencies. The one-year study will be completed early in 1975.

Many European countries have adopted social policies that offer families assistance in such areas as income, employment, or housing. Because the experiences of these programs could be useful in understanding the problems of American families and planning for their needs, the Foundation commissioned a study of them.* Under the direction of Alfred Kahn, authority on social planning and professor of social work at Columbia University, five European experts in social services will each examine two of their country's programs. Professor Kahn will then review the reports and relate their findings to American families.

*Working papers, from which the final report will be drawn, are available from the Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037. "The Emergence of Households Headed by Women," by Heather L. Ross and Anita MacIntosh; "The Family in Transition," by Isabel Sawhill; and "Poverty: Women and Children Last," by Heather L. Ross.

Overseas Activities Related to Women

There is no exact counterpart in other countries of the women's movement in the United States, but in many different cultural settings there is increased interest in women's roles, rights, and opportunities. Over the past few years organizations have formed to deal with these questions, foreign scholars are beginning to do more research on the needs of women in their countries, and international conferences are examining the issues.

The Foundation's International Division is concerned with the role of women both in the developing world and in more industrialized countries. In view of the great variety of local settings, a uniform approach to the needs of women in foreign countries would be undesirable, but the division has already found a number of useful projects to support, and expects a steady increase in grants recommended by its overseas offices. Some offices have hired consultants to determine how funds for women's programs could best be used; others have taken steps to increase the number of women on fellowship and research committees and to increase the number of awards to women, and all offices are attempting to increase the representation of women on their professional staffs.

*Report available from the Foundation, early summer, 1974.

Single-parent families become more numerous each year, and V. Signe Lundberg, a social psychologist, is conducting a study to better understand the pattern and the needs it creates. She is meeting with groups of single parents, such as those whose children attend the Discovery Room day-care center in New York City and with parents in their homes to develop model programs and policies that will support this family life style.

Research and conferences. The efforts of the Foundation's Population Office relate closely to the status of women. The woman who has the option to control her fertility also has the option to pursue education or employment; vice versa, new opportunities for education and employment may motivate women to limit fertility. During the past twenty-one years the Population Office has granted more than $180 million to help develop more effective means of fertility control. Its efforts have concentrated on research on reproductive biology, contraceptive development, and support for university-based population study centers.

Among fellowships for population policy research, a three-year-old program sponsored jointly by the Ford and Rockefeller Foundations, several are examining the effect on population growth of changing women's roles and status. The topics include "Family Law and its Impact on Family Size in Lebanon," "The Impact of Women's Work on Fertility and Mortality in Italy," and "Financial Incentives in Fertility Decision-Making."

In February 1974 the United Nations convened the Women's International Forum on Population and Development, the first official recognition of women's role in the development process. The conference was sponsored in cooperation with International Planned Parenthood, the Airlie Foundation, and the Population Crisis Committee. About 140 women from UN member nations met in New York and Virginia to discuss the ways population policies are affected by women and by cultural definitions of women's roles. Twenty-four delegates from developed countries who were ineligible for support from the sponsoring agencies received travel funds from the Foundation. Since all the delegates hold high government posts in their countries or are influential in national policy-making, the proceedings and findings of the forum are expected to have an impact on the formulation of population policies.

Recent Foundation actions related to women in the developing world include a grant to the United Nations Children's Fund (UNICEF) for a one-year study of child-rearing practices and beliefs in Oman, a Sultanate on the Arabian Sea. A traditional society of one million people, Oman had been isolated from outside influences for centuries when a new Sultan assumed power in 1970. The problems of widespread poverty and illness were compounded by primitive sanitation practices and people's belief in magic and folk medicine. The Sultan's desire to improve conditions sparked the interest of UN representatives in the area. They identified child health as one of Oman's most serious problems. If lucky enough to survive through infancy, children often suffered from malnutrition. UNICEF therefore conducted a study of the child-rearing, dietary, and health practices of Omani mothers. Results of the study, which was assisted by the Foundation, will be the basis for a UNICEF project to train Arab women for community work in Oman and the other Persian Gulf states.

Under another grant, UNICEF is developing a child-care guidebook for Arab mothers. The guidebook, scheduled to be completed in late 1974, will enable literate mothers to relate scientific knowledge on child rearing to their own cultural experiences and traditions. It will also emphasize the importance of the mother's role in the formation of a child's personality.

Research on the development of Arab children and the changing role of Arab women is the focus of the Institute for Women's Studies in the Arab World. Recently established at Beirut University College with Foundation assistance, the institute offers fellowships to individuals conducting research on women, publishes a semi-annual newsletter that reports on current research in the field, and holds an annual conference for representatives of universities, government agencies, and public and private organizations.

To facilitate increased participation by women in Latin American society, the Social Science Research Council received funds for a conference in Buenos Aires in March 1974 on "Feminine Perspectives in the Social Sciences in Latin America." The conference was co-sponsored by CIDAL (Coordination of Initiatives for Development in Latin America), a Foundation-assisted organization in Cuernavaca, Mexico, that is helping to advance

the cause of women in Latin America through its documentation center, publications, and seminars. The Foundation is also supporting the first bibliography on women in Latin America.

Subjects of other Foundation-supported research include the participation of women in the Brazilian labor force; the labor and decision-making roles of women on small East African farms, the meaning and value of children in different Asian societies, and changes in the roles of Minangkabau women in Indonesia.

Grants also have been made to enable two American scholars to study the educational systems in several European countries. Susanne M. Shafer, professor of education at Arizona State University, visited schools in England and East and West Germany to determine how women are presented in textbooks, what sex education programs say about family planning and population control, what occupational counseling is provided for girls, and what technical and vocational programs are open to them.* Elga Wasserman, former assistant to the president of Yale University, traveled to universities in Europe and Israel to study the factors in their university systems that affect the professional participation of women.

Foreign women's organizations. Indonesia, unlike most other Islamic nations, has a long-established tradition of women playing active roles in public life. Women sit in parliament, are well represented in professional positions in medicine, law, and the universities, and are active in education, health, and social welfare programs. Two voluntary women's organizations that have helped further Indonesian development received Foundation support through a grant to the Overseas Education Fund of the League of Women Voters. They are PERWARE (Women's Association of the Republic of Indonesia) and Aisjijah, a Muslim women's social welfare organization, which conduct educational, family-planning, and community activities to raise the status of women.

*Her findings are described in "Adolescent Girls and Future Career Mobility," in *Studies in Adolescence*, 3rd ed. New York: Macmillan Co., 1974.

Photographs: 12, Ivan Messar; 18 (right), Jolly Robinson; all other photography by Kay Harris.

Text by Joyce Verhalen Pandolfi. Design by Eve Mesnik.

APPENDIX I

Ford Foundation Grants Related to Opportunities for Women*

LEGAL RIGHTS AND EQUAL OPPORTUNITY

Employment

Women's Law Fund (1972): Litigation and educational programs to combat sex discrimination — $ 140,000

NAACP Legal Defense and Educational Fund (1972): Research and litigation related to job discrimination against black women 150,000

Government benefits

Women's Law Fund (see above, Employment)

Columbia University (1973): Research, litigation, and drafting of model legislation to extend the *Frontiero* decision 20,000

Center for Law and Social Policy (1974): Project to eliminate sex discrimination relating to federal administrative law 70,000

Credit

Center for Women Policy Studies (1972, 1973, 1974): Research on the credit-worthiness of women 67,816

Legal education

Association of American Law Schools (1972): Symposium on the law school curriculum and the legal rights of women 12,500

Abortion

Preterm Institute (1974): Writing and distribution of manuals on the delivery of abortion services 31,000

EDUCATIONAL NEEDS

Eliminating sex role stereotyping

Stanford University (1972): Study of sex role stereotyping in elementary school readers ... 4,605

City University of New York (1972): Study of sex role stereotyping in high school interest and aptitude tests 4,911

Harvard University (1973): Study of classroom variables that affect sex role behaviors 66,801

Education Development Center (1973): Film-based curriculum on the role of women in American society 60,046

New School for Social Research (1973): Nonsexist curriculum for preschool children in day-care centers 95,370

National Foundation for the Improvement of Education (1972): Resource center to counter sex bias in elementary and secondary education 123,050

National Foundation for the Improvement of Education (1973): Brochure illustrating sex role stereotyping in classroom settings 9,400

Research on sex role stereotyping

Stanford University (1973): Study of the relationship between prenatal hormones, adult pressures, and sex typical behavior 90,300

Stanford University (1972): Revision of the classic text on sex role development 11,017

June Reinisch (see individual grants, page 30)

Sex education

New York City Board of Education (1973): Sex education and referral service for high school students 174,525

Women's studies

Wesleyan University (1973): Conference for administrators and educators concerned with women's studies 2,500

Feminist Press (1973): Preparation, publication, and distribution of a guide to women's studies 12,680

Faculty Fellowships for Research on the Role of Women in Society (Foundation-managed project) (1972, 1973) 416,000

Dissertation Fellowships in Women's studies (Foundation-managed project) (1972) 109,000

Woodrow Wilson National Fellowship Foundation (1973): Administration of dissertation fellowships in women's studies 125,000

Advanced research and learning centers

Radcliffe Institute (formerly Radcliffe Institute for Independent Study) (1964): Part-time scholarships and career guidance (see Appendix IV for list of scholars) 250,000

Radcliffe College (1973): Planning and research on the future of the Radcliffe Institute 28,775

Mills College (1973): Survey of women's centers and national conference on women's education 26,700

Wayne State University (1973): Advanced training in research methodology for family sociological studies 12,280

*This list contains only grants to institutions. See Appendices II and III for grants to individuals.

WOMEN IN THE WORK FORCE

Building leadership

Cornell University New York State School of Industrial and Labor Relations (1972, 1973): Study of women's participation in labor union leadership; education programs for women unionists 230,339

Minority working women

NAACP Legal Defense and Educational Fund (see page 4, Employment)

National Council of Negro Women (1972, 1973, 1974): Leadership development training program 316,000

National Committee on Household Employment (1968, 1970, 1971, 1972, 1973). Efforts to improve the status of household workers 893,424

Studies of working women

Foundation-managed project (1973): Study of women's typical work 18,000

Foundation-managed project (1974): Study of status and future prospects of working-class women 7,500

Patricia A. Huckle (see individual awards, page 30)

Child-care services

Black Child Development Institute (1972, 1973, 1974): Assistance to child-care centers in black communities; monitoring of public policies and programs that affect black children 581,000

Bank Street College Day Care Consultation Service (1972, 1973, 1974): Assistance to parent- or community-controlled child-care centers that provide broader services to families 265,000

Day Care and Child Development Council of America (1969, 1970, 1972, 1973, 1974): Dissemination of information on child care; assistance to local groups 1,032,600

Career guidance for young women

YWCA (1972): Regional workshops on counseling and guidance for young women 40,000

WOMEN IN THE PROFESSIONS

Catalyst (1972): Efforts to encourage the full- and part-time employment of women 150,000

Natural and social sciences

Rutgers University (1960, 1963): Retraining women for work as mathematicians 270,000

American Association for the Advancement of Science (1973): Conference to organize a system of uniform rosters of professional women 20,000

Economics

American Economic Association (1972): Support for a Committee on the Status of Women 25,000

Politics

Rutgers University (1971, 1973): Support for the Center for the American Woman and Politics 214,000

Medicine

Medical College of Pennsylvania (Center for Women in Medicine) (1974): Workshop on issues related to women in medicine 9,675

Higher education

Association of American Colleges (1973): Development of course materials for training conferences on affirmative action in higher education 24,968

Peter List (see individual grants, page 30)

University of Michigan (Institute for the Administrative Advancement of Academic Women) (1973, 1974): Summer program to train female faculty and administrators for more administrative responsibility 56,500

Institute for Educational Management (Harvard University) (1970, 1971): Summer training program for college and university administrators 120,000*

George Washington University (Institute for Educational Leadership) (1971, 1972, 1974): Variety of programs to improve the knowledge and skills of educational policy makers 2,588,600*

University of Chicago (for the Consortium for Educational Leadership) (1973): Fostering creative leadership among school administrators through collaborative activities with graduate departments of educational administration at the following universities: 560,000*

- Atlanta University
- University of Chicago
- Claremont Graduate School
- University of Massachusetts
- Ohio State University
- University of Pennsylvania
- Stanford University
- Teachers College (Columbia University)
- University of Wisconsin

} approximately $8 million since 1969*

Brown University (1972): Support for the New England Resource Center for Women in Higher Education 50,000

*Grant amounts are not included in final total, since only a portion relates to women.

RESEARCH ON WOMEN IN SOCIETY

Urban Institute (1972): Research on female-headed households	99,000
Foundation-managed project (1973): Study by V. Signe Lundberg of single-parent urban families	23,000
Foundation-managed project (1973): Study of European family policy programs	20,000

OVERSEAS ACTIVITIES RELATED TO WOMEN

Research and conferences

Foundation-managed project (1970, 1971, 1972, 1973): Fellowship awards for population policy research in the social sciences, humanities, and the law	1,610,000*
Airlie Foundation (1974): Travel funds for participants in the Women's International Forum on Population and Development	30,000
United Nations Children's Fund (UNICEF) (1972): Research on child-rearing beliefs and practices in Oman	70,000
United Nations Children's Fund (UNICEF) (1973): Guidebook on child care for Arab mothers	15,437
Beirut University College (1974): Support for an Institute for Women's Studies in the Arab World	171,000
Social Science Research Council (1974): Partial support for a conference on women and the social sciences in Latin America	5,000
CIDAL (Coordination of Initiatives for Development in Latin America) (1974): Documentation center of women's roles in Latin American society	51,350
Center for Cultural and Technical Interchange Between East and West (1973, 1974): Study of the meaning and value of children in different Asian societies	94,711
Suzanne M. Shafer (see individual awards, page 30)	
Elga Wasserman (see individual awards, page 30)	

Foreign women's organizations

Overseas Education Fund of the League of Women Voters (1972): Assistance to two Indonesian women's organizations	53,000
Total	$6,950,780

*Grant amounts are not included in final total, since only a portion relates to women.

APPENDIX II

Faculty Fellowship Program for Research on Women in Society, 1973-74

Timothy G. Binkley, Assistant Professor, Philosophy, Temple University, *Sex and Human Rights*

Rae L. Blumberg, Assistant Professor, Rural Sociology, University of Wisconsin, *Technological, Economic & Ecological Factors Involved in Societal Development, and the Status of Women Cross-Societally*

Marie Y. H. Caskey, Acting Instructor, American Studies, Yale University, *The Role of Women in American Churches*

Kay K. Deaux, Assistant Professor, Psychological Sciences, Purdue University, *Causal Explanations of Performance by Women: Processes, Effects and Changes*

Mary C. Flannery, Assistant Professor, English, University of Texas, *Women in Ireland: Their Changing Role*

Sally L. Hacker, Assistant Professor, Sociology, Drake University, *Factors Affecting Women's Changing Role in the Labor Force*

Ethel B. Jones, Professor, Economics, University of Georgia, *State Legislation and Female Employment*

Angela V. Lane, Assistant Professor, Sociology, Indiana University, *Familial Influences on Career Plans of Women College Graduates*

Leslie Ann McArthur, Assistant Professor, Psychology, Brandeis University, *The Effects of the Mass Media on Children's Sex-Role Behaviors*

Denise O'Brien, Assistant Professor, Anthropology, Temple University *Does the Congresswoman Need a Wife?*

Carolyn C. Perrucci, Associate Professor, Sociology & Anthropology, Purdue University, *Marriage, Fertility and Socio-economic Achievement Among Women College Graduates*

Judith D. R. Porter, Assistant Professor, Sociology, Bryn Mawr College, *Cross-cultural Sex Role Stereotypes of Young Children*

Kathryn K. Sklar, Lecturer, History, University of Michigan, *Domesticity and Democracy*

Lenore J. Weitzman, Assistant Professor, Sociology, University of California (Davis), *Divorce and Women: The Impact of California's Family Law Reform*

Doctoral Dissertation Fellowship Program in Women Studies, 1973-74

Nancy Andrew, History and East Asian Languages, Harvard University, *The Japanese Feminist Movement, 1911-1940*

Ava Baron, Sociology, New York University, *Forms of Industrialism and Sex-Role Egalitarianism*

Louise J. Cherry, Human Development Program, Harvard University, *Sex Differences in Verbal Interaction of Preschool Teachers and Children*

Raida M. Clyde, English, University of California (Berkeley), *Anzia Yezierska: A Study of Estranged Consciousness*

Barbara Ann Feyerabend, Classics, University of California (Berkeley), *A Study of Maenadism in Graeco-Roman Antiquity*

Judith E. Greenwald, Psychology, City University of New York, *Aggression as a Component of Police-Citizen Transactions: A Study in Sex Differences*

Susan W. Gutwill, Sociology, University of Wisconsin (Madison), *Child Molestation: Victim in the Web of Society*

William R. Leach, History, University of Rochester, *Claims of Justice: Male-Feminism in Mid-19th Century America*

Elaine T. May, U.S. History, University of California (Los Angeles), *Modern Women and Divorce: A Study of Changing Female Roles and the Increase of Broken Marriages, 1900-1930.*

Laurie Nisonoff, Economics, Yale University, *Family Structure and Federal Employment and Pension Policy, 1900-1970*

Susan J. Pharr, Political Science, Columbia University, *Sex and Politics: Women in Social and Political Movements in Japan*

Ellen M. Pollak, Engish, Columbia University, *Women in the Works of the Tory Satirists*

Beverly Ann Potter, Counseling Psychology, Stanford University, *Investigations of the Effects of Male and Female Symbolic Models in the Form of Story Books on the Problem-Solving Ideology, Block-Building Behavior and Self-Concept of Preschool Boys and Girls*

Ellen Rogat, Modern Thought and Literature, Stanford University, *The Lifted Veil: George Eliot and Virginia Woolf*

Nancy E. Schrom, U.S. History, University of Wisconsin (Madison), *The Women's Trade Union League of New York and the Unionization of Women Workers in New York City, 1903-1933*

Sheila D. Seitel, Anthropology, University of Pennsylvania, *Language of Status: Women's Communicative Roles in Buhaya*

Marian F. Silveira, Sociology, University of California (Santa Barbara), *Sanity and Sex: Definitions of and Reactions to Mental Illness Among Women*

Leni M. Silverstein, Anthropology, The New School for Social Research, *The Social Consequences of Ritual Power Among Candomble Women in Salvador, Bahia, Brazil*

Phyllis M. Stabbe, History, Northwestern University, *Women and Families in an Early New England Industrial Town: Pomfret, Connecticut*

Lois T. Vietri, Government and Politics, University of Maryland, *Patterns and Perceptions of Sexism in the Higher Civil Service*

Mary R. Walsh, American Studies, Boston University, *Changing Barriers to Feminine Achievement: The Case of Boston Women Physicians, 1835-1972*

Jean S. Wood, Sociology, University of Oregon, *The Influence of Adolescent Experiences on the Development of Sex-Role Related Attitudes: Examination of a Formal Model*

APPENDIX III

Individual Awards 1972-1974

Alice H. Cook, Cornell University (1972-1973): Research on private and public supportive services available to working mothers in foreign countries

Barbara Deinhardt, Yale University (1973): Research on achievement orientation, fear of success, and role conflict in college women

Ellen C. DuBois, State University of New York (Buffalo) (1973): Study on the women suffrage movement from 1865-1874 and the relationship of the political and social history of that period to the contemporary women's movement

Helen G. Edmonds, North Carolina Central University (Durham) (1972): Preparation of a book on "The American Negro Woman"

Lena Evans, Susan Jordan, Roslyn Leiser, Gail Lockman, Barbara Mehrhof, Jan Pederson, Liz Peterson, Barbara Settle, and Mary Jane Watt (1972): Travel grants to enable participants to attend the National Conference on Women and the Law, at Berkeley, California

Begum Tazeen Faridai, All Pakistan Women's Association (1973): Participataion in the Vienna conference of the International Council of Women

Fred Goldberg, Martha Hartle, John H. Peters, and Karen Weiner, Yale Law School (1972): Participation in a study of the treatment of women in correctional systems in the United States

Jacqueline Hamilton, Harvard University (1973): Research on achievement-related motives and the arousal of fear of success in black college women

Patricia Huckle, University of Southern California (1973): Study of employment of women in Los Angeles city government—opportunity structure, policies, and practices

Harry Kranz, Brookings Institution (1974): Research on the need for a more representative government bureaucracy through improved methods of selecting women and minorities

Peter List, Oregon State University (1973): Research on John Rawls' theory of social justice as it applies to current affirmative action efforts at universities

Pablo Navarro, Columbia University (Teachers College) (1973): Anthropological field study of child-rearing practices among Puerto Rican families in East Harlem

June Reinisch, University of California (Los Angeles), Center for the Health Sciences (1973-1974): Study of the effects of prenatal treatment with progestins on IQ, school achievement, and personality development in children

Hyman Rodman, Brookings Institution (1972): Research on the family and public policy

Suzanne M. Shafer, Arizona State University (1972): Research on the role of schools in the socialization of girls in East and West Germany and in Great Britain

Nancy Tanner, University of California (Santa Cruz) (1973): Research on the continuities and changes in the roles of Minangkabau women of Indonesia

Elga Wasserman, Yale University (1972): Study of academic women in selected European countries

Total, Individual Awards $148,267

APPENDIX IV

Radcliffe Institute Fellowships, 1964-69*

Ros Barron (1966-67)—painting
Rachel bas-Cohain (1968-69)—kinetic sculpture
Hazel Belvo (1964-66)—painting
Lucy Wilson Benson (1965-67)—history of politics: civil rights
Gretchen Berggren, M.D. (1965-67)—public health
Sylvia Berkman (1965-66)—writing: short stories
Gina Berriault (1967-68)—writing: novel
Caroline Bloomfield (1968-69)—school curriculum materials
Sheila Brock (1965-67)—history: Scottish mission policy in South Africa
Amy Myers Chapman (1964-65)—architectural decoration: design and color
Jeannette Bailey Cheek (1968-69)—American history
Judith Chernaik (1966-67)—English literature: Shelley
Alice Childress (1966-67)—playwrighting
Muriel Cohen (1967-69)—journalism
Alba Corrado (1965-66)—painting
Marguerite Dorian (1966-67)—writing: novel
Pozzi Escot (1968-69)—music: composition
Beatrice Farnsworth (1966-67)—history: 20th century Russia
Hannah Dustin French (1967-68)—early American bookbinding
Teresa Frisch (1967-68)—art history: medieval
*Jean Garrigue (1968-69)—writing: poems and short stories
Barbara Gelpi (1967-68)—English literature: Pater
Sonia Gold (1966-67)—economics
Merle Goldman (1964-66)—Far Eastern history
Barbara Buckstein Green (1967-68)—political science: East European
Patricia Grimsted (1967-69)—history: Russian foreign policy
Margaret Hackford (1965-66)—art conservation and restoration
Joan Hartman (1966-67)—English literature
Eloise Hay (1964-66)—English literature
Ilse Hecht (1964-65)—English literature
Nancy Helfant (1964-66)—sculpture
Maureen Howard (1967-68)—writing: novel
Marian Jacob (1968-69)—sculpture
Roselyn Kolodny, M.D. (1965-67)—pediatrics
Evro Layton (1968-69)—Greek printing
Mary Lefkowitz (1966-67)—classics
Jeanne Leger (1967-69)—painting and film making
Denise Levertov (1964-66)—writing: poetry
Betty Levin (1968-69)—writing: novel
Elaine Biganess Livingstone (1964-65)—painting
Elli-Kaija Maranda (1965-67)—anthropology: folk lore studies
Fredelle Maynard (1967-69)—writing: short stories and essays
Sonya Monosoff (1967-68)—music: violin performance and literature
Judith Munk (1966-67)—architecture: high density use of canyon topography
Charlotte Painter (1966-67)—writing: novel and short story
Marian Parry (1965-67)—painting, printmaking
Nan Piene (1968-69)—urban housing
Olive Pierce (1965-67)—photography
Joan Braverman Pinck (1967-68)—English literature: Hardy
Alexandra Pittelli, M.D. (1964-65)—pediatrics
Mabel Potter (1966-67)—English literature: Donne
*Jeanne Prosser (1964-66)—French history
Margarita Quijano (1966-67)—American studies
Eileen Chang Reyher (1968-69)—Chinese literature [illegible]slation
Priscilla Smith Robertson (1966-67)—history

*An additional sixty-three fellows received support from other sources for independent study.

*deceased

Claire Rosenfield (1968-69)—English literature
Barbara Rosenkrantz (1967-68)—American 19th century social and intellectual history
Mary Briggs Sadovnikoff (1964-66)—music: composition and piano performance
Joan Santas (1964-66)—American literature
Margaret Smith (1966-67)—writing: poetry
Katharine Strelsky (1964-65)—Russian literature: Dostoevsky
Anne Tabachnick (1968-69)—painting
*Susan Taubes (1966-67)—writing: novel
Josefina Tiryakian (1964-65)—Latin American history
Jean Valentine (1967-68)—writing: poetry
Joyce Varney (1967-68)—writing: novel, children's books
Virginia Guild Watkin (1964-65)—international tax law
Ruth Whitman (1968-69)—writing: poetry
Dorothy Worth, M.D. (1964-66)—public health
Joyce Reopel Zabarsky (1964-66)—sculpture and drawing
Alma Zubizarreta (1966-68)—Spanish literature

*deceased

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